DOCUMENT RESUME

ED 288 098 CE 049 148

AUTHOR Tuckwiller, Janet E.
TITLE Organizational Change: A Systematic Approach.
PUB DATE Oct 87
NOTE 23p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; Change Strategies; Educational Needs; *Extension Education; *Home Economics; Homemaking Skills; Needs Assessment; *Organizational Change; Organizational Development; Organizational Objectives; Program Content; *Statewide Planning; *Voluntary Agencies
IDENTIFIERS Virginia; *Virginia Extension Homemakers Council

ABSTRACT

Because of concerns about its ability to meet the shifting demands resulting from changes in today's society, the Virginia Extension Homemakers Council (VEHC) undertook a systematic program to change its organizational structure. In 1983, representatives of the VEHC and the Virginia Cooperative Extension Service (VCES) met to identify the causes underlying the significant drop in the VEHC's membership and to develop strategies to reverse this drop. An extensive statewide study of the problem was eventually conducted in 1985. The findings were reviewed by committees representing the VEHC and VCES and incorporated into a series of recommendations for changing the organizational structure of the VEHC. A second statewide investigation (the subject of this report) was conducted to identify the reactions of the VEHC's membership, leadership, and extension agent advisers to the proposed recommendations for organizational change. Responses were received from 208 of the 260 clubs and 92 of the 100 extension agents surveyed. A less than 80 percent approval rate was obtained for the changes proposed for 11 aspects of the VEHC's organization, including resource management (79.1 percent approval), target audience (69.8 percent), membership categories (50.0 percent), name change (23.8 percent), and hiring of a marketing consultant (23.2 percent). Despite these figures, it was decided that plans for all of the changes should proceed, with the sole exception of the name change. It was decided, however, that three task forces representing different functional and hierarchical levels of the VHEC and VCES should be formed to implement the planned changes. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED288098

ORGANIZATIONAL CHANGE: A SYSTEMATIC APPROACH

Janet E. Tuckwiller, Ed.D.
Virginia Tech

INTRODUCTION

Organizational change is not a rare occurrence, rather it is commonplace in the life of an organization. Planned or unplanned, internal or external, it is unavoidable. However, while it always has been and always will be inevitable, organizational change today is rapidly accelerating in terms of pace and complexity. Futurists predict that this trend will continue. Consequently, organizational change experienced today and in the future is likely to be unlike any that has ever been known before. Now more than ever, organizations are discovering that if they are to remain viable and survive in the midst of a changing world, they must anticipate change and initiate actions accordingly.

One voluntary organization, the Virginia Extension Homemakers Council (VEHC), was faced with concerns about its need to change in order to meet the shifting demands resulting from changes occurring in today's society. Founded in 1923 by the Virginia Cooperative Extension Service (VCES), VEHC is an adult education organization whose purpose is to function as a delivery system for home economics information. Like many other organizations, VEHC discovered that societal demands for what it offered had changed as evidenced by membership and participation declines. Questions were raised regarding whether or not this organization, created more than 60 years ago, could still function effectively in today's world and offer a product or service needed by society. To address this concern, a systematic process was initiated to examine the current status of the organization and determine what efforts were needed to ensure a productive future. As a result of this process, recommendations were proposed to establish a course of planned organizational change in preparing for the next century.

PURPOSE AND OVERVIEW OF PAPER

The purpose of this paper is to describe a statewide investigation that was conducted to examine and compare the reactions of the VEHC's membership, leadership, and Extension agent advisors with respect to proposed recommendations for organizational change. In addition to describing the reactions, the paper discusses the findings related to the reactions and selected demographic characteristics, group comparisons, and the change process.

CE054718

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Tuckwiller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HISTORICAL BACKGROUND

The understanding of an organization can be enhanced by knowledge of its history. This discussion is therefore being presented not only to provide a historical overview of the Extension Homemaker organization, but the organization which created it, the Cooperative Extension Service. The presentation begins with a brief discussion of the development of the Extension Service as it occurred nationwide and in the state of Virginia. It then explains the events which led to the nationwide development of the Extension Homemakers as a teaching method and as an organization. Finally, the presentation focuses briefly on the development of the Extension Homemakers in the state of Virginia.

Development of Cooperative Extension Service

According to Saunders (1968), the Morrill Act of 1862 provided for the establishment of land-grant colleges and universities throughout the United States. With its passage, the groundwork was laid for the establishment of the Cooperative Extension Service, made possible by the Smith-Lever Act of 1914. Saunders states that prior to 1914, individualized Extension educational efforts were already being conducted by land-grant universities, the United States Department of Agriculture, and even other organizations. However, there was no system to link these efforts until the Smith-Lever Act was passed.

The purpose of the Cooperative Extension Service, according to the Smith-Lever Act, was to disseminate among the people of the United States useful and practical information related to agriculture and home economics, and to encourage application of the same. Individuals called Extension agents were designated to carry out the purpose. Their responsibility was to relate improved methods and research findings from the land-grant universities to the solving of farm, home, and community problems. Based at the county level, Extension agents became the focal point of the Extension Service, with additional support and resources provided by district, state, and national levels.

Being an organization engaged in adult education, the Cooperative Extension Service found the result demonstration teaching method to be the most effective in convincing those taught to apply the research findings and improved methods to their every day lives. This method, according to Morgan, Holmes, and Bundy (1976), involved illustrating the results of a practice with evidence that could be seen, heard, or felt.

Development of the Virginia Cooperative Extension Service

The year, 1914, also marked the official beginning for the Virginia Cooperative Extension Service. Affiliated with Virginia's land-grant universities, Virginia Tech and Virginia State, its purpose was the same as outlined by the Smith-Lever Act: to extend and encourage application of information in the areas of agriculture and home economics. Later the purpose was expanded to allow the Virginia Extension Service to disseminate any information available through the land-grant universities. The purpose was expanded in other states as well.

Development of Extension Homemaker Teaching Method

When the Smith-Lever Act became effective in 1914, Extension home economcis work, or home demonstration work as it was called then, was already well established, especially in the southern states according to Heywood (1966). This work was called home demonstration work for two reasons. First of all, it was a logical corollary to the farm demonstration work being done during the same period. Secondly, in both farm and home Extension work, demonstrations were used as the primary teaching method to accomplish the Extension purposes as outlined by the Smith-Lever Act.

According to Prawl, Medlin, and Gross (1984), early home economics agents discovered that they could be more effective and efficient in helping rural women if they worked with groups. The only problem was the lack of organizations through which they could work. Consequently, they were encouraged to organize their own groups as delivery methods to which they could demonstrate improved practices. Those in attendance could then demonstrate to others, thereby further extending the educational efforts of the agent. Thus, while they continued to use the result demonstration method to teach, it was now used in the context of a group teaching method as opposed to an individualized teaching method.

Heywood (1966) stated that agents accomplished the task of organizing the adult groups for educational purposes through their work with groups of young girls they had assembled for the purposes of demonstrating current canning procedures for preserving tomatoes. As the Extension home economists provided education for these "canning clubs," they used the opportunity to advise the members' mothers on matters related to preserving other fruits and vegetables, producing gardens, and raising poultry. In addition, as they advised them in these areas, they incorporated information on improved housework methods. The home demonstration clubs for adult women soon evolved from the tomato canning girls club. This group teaching method did in fact, prove to be an efficient use of agent resources in comparison to individual home visitation and result demonstration teaching methods.

In the 1930's, agents began to place less emphasis on working with groups on an individual basis and more emphasis on training volunteers from the groups to be the teachers. Not only was training provided concerning the information to teach, methods were discussed regarding how to teach it. This delivery method proved to be even more effective. The trained volunteers, by returning to their clubs to teach members, were able to multiply even further the efforts of the agents. Result demonstrations still remained the primary teaching method, but most of these were now done by volunteers instructed by agents.

In the 1940's, the number of Extension meetings had to be reduced due to World War II. As a result, the volunteer teaching method was used to a larger extent because the need to communicate was even greater during this period. A neighborhood leader plan was developed where designated individuals volunteered from communities to receive information from Extension and training on how to teach it. In turn, they extended it to their own families and those throughout their neighbor-

hoods. In addition, they informed Extension agents of problems or situations they encountered during the process which needed immediate attention. This system seemed to be quite effective.

The concept of training volunteers to extend information to others was used more extensively in the Northern and Western parts of the United States, primarily because there were not as many agents as there were in the South. Consequently, in order to teach as many people as possible, agents had to rely on teaching volunteers from the home demonstration clubs who could then return to their groups to teach others. Meanwhile, even though the volunteer teaching method was used in the South, it was never fully utilized to the extent that it was in the North and West due to the large number of agents in the Southern states. In many instances, agents in the South continued to attend club meetings to do the teaching themselves rather than train volunteers to do it.

While the education conducted by the agents or volunteers continued to focus primarily on food production and food preservation, programs on home and money management, clothing, and home beautification began to appear. In addition, as home related problems were addressed, club members became involved in efforts to solve community problems they helped to identify. For instance, they devoted efforts toward initiating school hot lunch programs, establishing libraries, and cleaning and landscaping public grounds.

Formation of Organizational Structure

While the home demonstration clubs were started to function as an educational method for extending adult education, a need was perceived to link the clubs and information sources through the formation of a structured system. Soon after the clubs were formed, county councils linking the clubs were organized. They assumed the responsibility for planning with Extension staff the portion of the home economics program to be extended via the club method. In addition, to link the county and club organizations to an even larger network, a number of state councils were organized by 1920 according to Heywood (1966). The major functions of the state councils were:

1. To serve in an advisory capacity relative to home economics, programs, resources, and needs;

2. To provide leadership for extending the Extension program to larger numbers of people;

3. To promote statewide projects that will improve family and community living;

4. To support, promote, and furnish part of the organizational structure for conducting Extension education.

(p.256)

In addition to these functions, state home demonstration councils became

involved in efforts pertaining to safety, citizenship, scholarship, etc. . . and encouraged counties and clubs to do the same.

A national council was created in 1936 as a result of the perceived need to link the state councils. Its purpose was to further strengthen and develop this informal adult education system and offer opportunities for leadership development (The Homemaker, 1977)

Development of Virginia Extension Homemakers

Based on the history of the Virginia Extension Homemakers Council (1979), Virginia home demonstration clubs also originated from girl's tomato clubs. It was in 1910 when Ella Agnew, the first home economics Extension agent to be appointed in the state, began working with young girls in producing and preserving tomatoes. By 1913, she had organized the girls' mothers into the first home demonstration clubs. In 1923, Virginia's statewide organization, then called the Virginia Homemakers Association, was organized. It became known as the Virginia Federation of Home Demonstration Clubs in 1934 and in 1972 the name was changed to the Virginia Extension Homemakers Council. Individual groups within the council were referred to as Extension Homemaker clubs. The Virginia organization had the same purpose that was previously mentioned for Extension Homemakers: to serve as delivery network in extending home economics adult education.

NATURE OF THE VIRGINIA EXTENSION HOMEMAKERS COUNCIL

Overview

At the time of the investigation, the organization consisted of 12,358 members, organized in 753 clubs, and located in 106 counties and cities throughout the state of Virginia. In addition, 100 Extension agents assumed the responsibility for advising Extension Homemaker members at the club and county/city levels. Designated Extension specialists at the state level serve as educational advisors and one Extension specialist serves as the state advisor to the organization.

CONCERNS WITH THE EXTENSION HOMEMAKER TEACHING METHOD

Heywood (1966) states that while the club method of teaching had a history of being effective, it was not without its limitations. To begin with, as long as the information presented via the club method was applicable to solving problems common to all families, it was effective. But, if it was used to extend information concerning problems not common to all in the group, it was not as effective unless members of the group extended the information to others who could use it.

Another concern with the group method of delivering home economics education was that it had been interpreted to mean the total Extension home economics program. In many instances, the two were viewed as one, when in fact, one was a method used to extend a portion of the other. Confusion regarding club purpose and membership roles also existed. The clubs were organized as group teaching methods that agents could use to educate many more people than they could have using individualized

teaching methods. However, some clubs began to meet primarily to satisfy social rather than educational needs. While early clubs did offer social opportunities because such were rare in the lives of most women of that time, socializing was not intended to be the main purpose. As a result of the increased social emphasis, questions soon emerged regarding the extent to which clubs were serving as educational extenders.

The impression that the home economics Extension agent was employed to serve only members of this group represented yet another concern with this teaching method. As a result of this misconception, club members displayed a sense of agent ownership and developed expectations that agents should perform functions that the clubs should perform. Still another concern resulted from the national council's involvement in the recommending of state and local adoption of educational programs. Because the education offered locally was to be based on local needs, agents were concerned that state and local Extension Homemaker organizations were adopting national program recommendations with little or no respect to local application.

VIRGINIA CONCERNS

The concerns which were observed in the early years, still exist today, both nationally and in the state of Virginia. Today, the Extension Homemaker club and volunteer method of teaching is still used to a large extent in delivering Virginia Extension home economics education. However, concerns have been expressed regarding its effectiveness and appropriateness, given the fact that there are other teaching methods which offer opportunities to educate larger numbers of people at relatively lower costs.

In 1983, a group of representatives from the VCES and VEHC met to discuss concerns related to the Extension Homemaker organization. The discussion began with the problem of declining membership. According to Carr (1955), statewide membership peaked in 1955 at 35,000 members and by 1983 had fallen to 11,340 members (Dooley, 1983). As the group, which was called the Futures Committee, began to address this problem, it found its discussion focusing on other organizational aspects such as purpose, membership characteristics, roles, responsibilities, expectations, and value to name a few. It soon became evident that there was much concern pertaining to these aspects as the committee members discovered they could not accurately address any of them. The group therefore concluded that if it could not accurately describe the organization, it could not determine efforts needed to build membership. Thus, because it was determined that more information was needed before any decisions could be made, an extensive statewide study (Neilan, 1985) was conducted to provide needed information that would ultimately facilitate decisions regarding the organization's future. The findings were then reviewed by two separate recommendations committees, one representing VCES and one representing VEHC. The committees met separately to generate a set of data-based recommendations relative to the function of the organization they were representing. After the preparation of these two sets of recommendations, the Futures committee met to review them. This committee then prepared final recommendations

based on the study findings, the recommendations of the two committees, and change trends toward the year 2000.

PROPOSED RECOMMENDATIONS

Recommendations proposed were the following:

That the purpose of the Virginia Extension Homemakers Council be: To extend education from research based information provided by land-grant universities, delivered through Extension and Extension Homemakers to improve the economic, physical, and social quality of life for individuals, families, and communities. This education is to be based on mutually identified needs and would focus on priority areas. For 1987-1991, priority focus areas could be:

Health, Food, and Nutrition
Community Involvement and Outreach
Resource Management

That membership in the Virginia Extension Homemakers Council could be categorized on the basis of the extent of involvement in the purpose of the organization. Possible categories include:

Trained Volunteer Educator
Trained Organizational Leader
Supporter/Participant

That the image be that Extension Homemaker members be known as trained volunteers and leaders for extending priority educational programming.

That the two organizations, Extension and Extension Homemakers, revise the current memorandum of understanding to address: expectations, support, roles, responsibilities, legal matters, reporting, training, problem identification, material development, generation and dissemination of research, marketing, and dues structure.

That organizational management be the responsibility of Extension Homemakers and educational program management be the responsibility of Extension.

That an improved system of communications, throughout and between both organizations (Extension Homemakers and Extension), using appropriate technologies, be developed, implemented, and maintained.

That reporting be consistent throughout the state,

used by Extension agents for evaluation, and reported in two ways:

1) Organizational maintenance, programming, and community services be reported to the VEHC (within the organization).

2) The results of program thrusts in priority programming areas be reported to Extension.

That the relationship among university faculties be strengthened to fulfill the organizational purpose.

That fundraising efforts and financial and volunteer contributions through the VEHC be consistent with priority focus areas and combined to enhance image and impact.

That consideration be given to a name change for the Extension Homemakers organization.

That a consultant be retained to develop a marketing plan to promote Extension home economics and Extension Homemaker efforts.

That input regarding the recommendations be obtained from individuals inside and outside both organizations.

That every Extension Homemaker member in the state have an opportunity to provide input regarding the recommendations.

That all input provided be reviewed by the Futures Committee with a consensus statement prepared by the committee and presented at the 1986 annual state business meeting.

PROBLEM STATEMENT

To what extent do Extension Homemaker club members, club presidents, elected and appointed state leaders, and Extension agents who serve as their advisors agree or disagree with the recommendations which have been proposed for specific organizational change? In addition, what suggestions or comments do these individuals provide for modification in the proposed change recommendations? Finally, to what extent do these groups differ in their reactions to the proposed recommendations? These statements constituted the problems on which the investigation conducted was based.

RESEARCH QUESTIONS

Based on the problem statements discussed in the previous section, the following research questions were developed:

With respect to the proposed change recommendations, to what extent do the following groups agree or disagree:

- Clubs
- Club Presidents
- Elected and appointed state council leaders
- Extension agent advisors

With respect to the proposed change recommendations, to what extent do the following groups agree or disagree by district:

- Clubs
- Club Presidents
- Elected and appointed state council leaders
- Extension agent advisors

With respect to selected proposed change recommendations, what is the relationship between:

- Club reactions and age
- Club reactions and size
- Club reactions and geographic location
- Club reactions and racial composition

- Club president reactions and age
- Club president reactions and race
- Club president reactions and years of membership
- Club president reactions and geographic location

- State leader reactions and age
- State leader reactions and race
- State leader reactions and years of membership
- State leader reactions and geographic location

- Extension agent advisor reactions and age
- Extension agent advisor reactions and race
- Extension agent advisor reactions and years of involvement
- Extension agent advisor reactions and geographic location

What is the relationship between the reactions of the following pairs of groups with respect to selected recommendations:

- Extension Homemaker clubs and club presidents
- Extension Homemaker clubs and Extension agent advisors

Extension Homemaker club presidents and Extension agent advisors

What is the degree of agreement with regard to reactions between the following groups:

Club Presidents
Elected and appointed state council leaders
Extension agent advisors

STUDY RATIONALE

The most immediate and most important reason for conducting an investigation of the proposed nature was to provide the Futures Committee with the information it needed regarding the extent to which the groups studied agreed or disagreed with the proposed change recommendations. The Virginia Extension Homemakers Council, by establishing the Futures Committee, had already developed a vehicle for the deliberation of the information revealed by the investigation. Based on the findings, the committee could then determine what modifications were needed in the recommendations. If any were required, revisions would be made and a consensus statement of organizational purpose, educational focus, and membership would be developed. This statement would then be presented to the entire voting body at the organization's annual business meeting.

Knowing the extent to which the respondents agreed or disagreed with the proposed changes would provide the organization with an indication concerning which recommendations were likely to gain approval. In addition, knowing where the groups were on an agree-disagree continuum might provide the leaders of both organizations with an indication regarding what techniques would need to be employed to bring about the desired changes. If the organization discovered that there were some recommendations having significant disagreement, it could re-evaluate the proposed changes accordingly.

LITERATURE REVIEW FINDINGS

Because the change recommendations that were proposed represented what could be major changes for the Virginia Extension Homemakers Council, introducing them created for the organization a state of imbalance. These recommendations, which grew out of concerns related to organizational inputs and outputs, represented efforts to adjust to internal and external forces which were impacting the organization. The primary question was how would they be viewed? What would be the reactions and what factors would be discovered to influence them?

In reference to the factors of age, size, and location, the literature reviewed seemed to indicate that older, larger, and more rural organizations tended to resist change (Grossman, 1974; Kanter, 1983; Kanter & Stein, 1979; Schaller, 1972; Watson, 1973). Based on the demographic characteristics of the Extension Homemaker organization, it was determined to be an older, larger, and more rural organization.

However, the literature reviewed did indicate that older organizations could be encouraged to change by change agents (Grossman, 1974). Extension agent advisors who assist the Extension Homemakers organization are viewed as change agents. Would their presence make a difference in whether or not the organization would agree or disagree with the proposed change recommendations?

According to the literature reviewed, individuals to be affected by the change were more likely to support it if they were involved in the process of bringing it about (Benne & Birnbaum, 1969; Huse, 1975; Kanter, 1983; Lin & Zaltman, 1973; Odiorne, 1981; Robinson and Clifford, 1974). Throughout the formulation of the Futures Committee proposed recommendations, both Extension Homemaker members and Extension staff were involved in the development process. In addition, efforts were made to explain the goals of the change, illustrate the costs and benefits, address the risks, and minimize fears by providing detailed information to everyone involved regarding the recommendations and the rationale for each.

In summary, a limited amount of literature was found to exist in relation to the effects of the independent variables on response. Of that which did exist, the relationship between age and reactions received the most attention. No studies were found which examined the relationship between race and reactions. Literature reviewed in relation to organizational development, behavior, change, and systems theory indicated its use as an appropriate framework on which to base the investigation that was conducted (Bedeian, 1984; Bennett, 1962; Bennis, 1969; Bennis & Schein, 1965; Buckley & Perkins, 1984; Davis, 1981; Forisha-Kovach, 1984; Gibson, Ivancevich, & Donnelly, 1982; Klein & Ritti, 1980; Legge, 1984; Lewin, 1951; Likert, 1975; Lippitt, 1973; Schaller, 1972; Watson, 1973).

POPULATION/SAMPLE

For the purposes of this investigation, the following groups were studied:

1. Virginia Extension Homemakers Council (VEHC) clubs
2. VEHC club presidents
3. VEHC elected and appointed state leaders
4. Extension agent VEHC advisors

The subjects for groups 1 and 2 were selected from the accessible populations for each in the state of Virginia. At the time of the investigation, there were 753 clubs and 753 club presidents, thereby constituting the accessible populations for each group. According to Krejcie and Morgan (1970), the appropriate sample size for popultions of 753 is 254. Consequently, samples of 260 clubs and their 260 club presidents were selected using a systematic stratified random sampling technique. This technique was used to ensure an estimate of the error present and to increase the external validity.

The subjects for groups 3 and 4 consisted of the entire accessible populations for each in the state of Virginia. At the time of the investigation, the accessible population for the elected and appointed state council officers was fifty-two and the accessible population for the Extension agent VEHC advisors was 100.

DATA COLLECTION INSTRUMENT

The investigation conducted was of the survey research type. The specific survey method used as the data collection instrument was the mail questionnaire. The instrument, which used a Likert-type summated rating scale, consisted of thirty-one closed ended question items with ordered answer choices and accompanying open ended question items with no answer choices. A copy is attached. For the club presidents, appointed and elected state council leaders, and Extension agent advisors, the the following scale was used: SD - Strongly Disagree, D - Disagree, A - Agree, and SA - Strongly Agree. For the club survey instrument, the scale consisted of only two forced choice responses: A - Agree and D - Disagree. Because the club instrument gathered responses of a group nature, it was decided that it was only necessary to determine whether or not the groups agreed or disagreed. Information regarding the intensity was not required.

All open ended questions used throughout the instrument were worded in the same manner with one appearing immediately following each of the closed ended question items asked about the recommendations.

Demographic data pertaining to the independent variables of the study were obtained from a computerized record keeping system.

DATA COLLECTION PROCEDURE

All club presidents received copies of the club survey and the club president survey by mail. The presidents were instructed to complete the club president survey first. They were then asked to meet with their club members to record their responses to the club survey. Once the surveys were completed, the presidents were instructed to return them to the researcher. Extension agent advisors also received their surveys by mail, completed them, and forwarded them to the researcher. Questionnaires for the elected and appointed state council leaders were completed during a state board meeting and returned immediately upon completion.

DATA TREATMENT

After preparing the quantitative data for analysis the SAS (Statistical Analysis System) computer program was used to process it. The descriptive statistics used in the analysis included frequencies, percentages, and means. The chi-square test statistic was used to determine if there were any significant relationships between district and reactions to the proposed recommendations. In addition, it was used to test for significant relationships between reactions to selected recommendations and each of the independent variables. The Pearson product-moment correlation coefficient was used to determine the

significance of the relationship between the clubs and club presidents, clubs and agent advisors, and club presidents and agent advisors. For those comparisons involving unequal sample sizes, the technique of matching was employed in order to determine the correlations. Those subjects having no match were deleted. The one way ANOVA was used to test for the significance of the differences between the club presidents, council leaders, and agent advisors. In addition, the Duncan's Multiple Range Test was used to determine the source of significant differences revealed by the ANOVA. The level of significance was established at .05.

Qualitative data were analyzed as well. All responses to the open ended question items were summarized and categorized in terms of those which expressed agreement and those which expressed disagreement. Responses concerning suggestions and comments were also categorized. All were then examined to discover the extent to which they were consistent or inconsistent with the corresponding close ended responses. In addition, they were studied to determine if they revealed any themes, patterns, or any additional insight concerning the reactions to the proposed recommendations. The process for the qualitative data analysis was utilized for all groups of subjects.

FINDINGS

Response Rate

Of the 260 clubs surveyed, 208 responded, constituting an 80% overall response rate. The club president response rate was also 80% based on 208 out of 260 responding. Of the fifty-two possible elected and appointed state council leader respondents, forty-nine (94%) participated in the investigation. Of the 100 Extension agent advisors surveyed, ninety-two responded, representing an overall response rate of 92%.

Respondent Profile

Club respondents were predominantly older, larger, non-integrated, and rural. Older clubs accounted for three-fourths of the respondents and outnumbered younger clubs by a margin of 2 to 1. Non-integrated clubs accounted for 73% of the respondents. Seventy percent of the responding clubs consisted of 15 or more members and rural clubs comprised 82% of the sample.

The majority of the club president respondents were older, white, and rural with less than 15 years of membership in the Extension Homemaker organization. Almost one-half were between the ages of 56-70 and no club presidents were in the 25 years of age and younger age group. Seventy percent had less than 15 years of membership and more than 90% were white.

The profile of council leader respondents indicated that they were also predominantly older, rural, and white. Forty-three percent were in the 56-70 age category and combined with the over 70 age group, accounted almost 60% of the sample. There were no respondents in the less than

25 years of age category. Leader respondents were 84% white and 80% rural.

Fifty-three percent of the agent respondents were in the 25-40 age category. Three-fourths indicated they had less than 15 years of involvement with Extension Homemakers and 80% were classified as rural. In terms of race, 87% were white.

Analysis

To what extent did the clubs, club presidents, council leaders, and agent advisors agree or disagree with the proposed change recommendations? In reference to the club respondents, the percentages of agreement exceeded the percentages of disagreement for all recommendations except 10.1-Name Change and 11.1-Marketing Consulting. The four recommendations receiving the highest percentages of disagreement were:

11.1	Marketing Consultant	76.8%
10.1	Name Change	76.2%
2.2	Membership Categories	50.0%
9.2	Contributions	48.7%

Recommendations receiving the highest percentage of club agreement were:

13.1	Input Procedure	95.4%
4.7	Identify Problems	94.2%
1.1	Educational Purpose	94.1%
4.5	Reporting	93.8%

A district comparison of club responses revealed significant differences for all proposed recommendations except one, 4.1-Expectations. The northern and northeast district had the highest percentage of club disagreement. The west central district had the lowest.

In reference to the club president respondents, the percentage of agree responses exceeded the percentage of disagree responses for all recommendations except two: 10.1-Name Change and 11.1-Marketing Consultant. Recommendations receiving the highest percentages of disagreement were:

10.1	Name Change	70.2%
11.1	Marketing Consultant	56.5%
2.2	Membership Categories	35.8%
9.2	Contributions	33.3%

Recommendations receiving the highest percentages of agreement were:

13.1	Input Procedure	98.1%
1.1	Educational Purpose	97.1%
1.2	Need-Based Programs	97.1%
1.31	Health, Food, & Nutrition	97.1%
4.4	Legal Matters	97.1%

When compared by district, significant differences were observed for the reactions to the following recommendations:

1.2	Need-Based Programs
2.1	Target Audience
3.1	Image of Extenders
5.2	Educational Management
10.1	Name Change
11.1	Marketing Consultant
12.1	Input

Again, the northern and northeast districts had the highest percentages of disagreement. In addition, the west central district had the lowest.

The analysis of council leader responses revealed only one recommendation for which the percentage of disagreement exceeded its percentage of agreement. Recommendations having the highest percentages of disagreement were:

10.1	Name Change	58.7%
11.1	Marketing Consultant	42.6%
5.1	Organizational Management	16.7%
9.2	Contributions	16.3%

Recommendations having the highest percentages of agreement were:

1.1	Educational Purpose	100.0%
1.2	Need-Based Programs	100.0%
4.1	Expectations	100.0%
4.2	Support	100.0%
4.3	Roles & Responsibilities	100.0%
4.4	Legal Matters	100.0%
4.5	Reporting	100.0%
4.7	Identify Problems	100.0%
6.1	Communications	100.0%
13.2	Approval Procedure	100.0%

District comparisons revealed significant differences in leader responses for one recommendation only: 2.2-Membership Categories. Like the club and club president respondents, lower percentages of agreement in general, came from the northern and northeast districts. The southeast and southwest districts had the lowest percentage of disagree responses.

Based on the findings related to the agent responses, only one recommendation, 2.2-Membership Categories, was observed having a percentage of disagreement which exceeded the percentage of agreement. Recommendations receiving the highest percentages of disagreement were:

2.2	Membership Categories	61.6%
10.1	Name Change	46.3%
9.2	Contributions	37.5%
11.1	Marketing Consultant	35.2%

Recommendations with the highest percentages of agreement were:

4.1	Expectations	100.0%
4.3	Roles & Responsibilities	100.0%
4.7	Identify Problems	100.0%
6.1	Communications	100.0%
13.1	Input Procedure	100.0%

No significant differences among the responses by district were observed. Districts having higher percentages of disagreement were northern and west central. Southwest, southeast, and east central districts had the lowest.

Group comparisons for selected recommendations revealed that the clubs and council leaders had the lowest and highest level of agreement respectively with that for the club presidents in between. Agent percentages fluctuated and were not consistently higher or lower than those for any of the three Extension Homemaker groups.

Because implementation of all proposed recommendations ultimately would depend on whether or not there was acceptance at the club level, the decision was made to especially focus the analysis of this investigation on the club responses which received less than 80% agreement. The following eleven recommendations met this criteria:

1.33	Resource Management	79.1%
4.9	Marketing	76.6%
4.10	Dues Structure	71.4%
2.1	Target Audience	69.8%
3.1	Image as Extenders	69.7%
12.1	Input	67.6%
9.1	Fundraising	62.9%
9.2	Contributions	51.3%
2.2	Membership Categories	50.0%
10.1	Name Change	23.8%
11.1	Marketing Consultant	23.2%

With respect to selected proposed change recommendations, what was the relationship between the reactions of the four groups and the independent variables of the investigation? Significant relationships between the club reactions and the independent variables of age, size, race, years of membership/involvement, and geographic location, were found to exist for some, but not all.

With respect to age, a higher percentage of older rather than younger clubs agreed with recommendations, 2.2-Membership Categories, 4.9-Marketing, 4.10-Dues Structure, 9.1-Fundraising, and 11.1-Marketing Consultant.

Significant relationships were observed between club reactions and racial composition for the following: Target Audience, Membership Categories, Marketing, Dues Structure, Fundraising, Contributions, Name Change, Marketing Consultant, and Input. For these recommendations a higher percentage of agreement was observed for non-integrated rather

than integrated clubs.

The comparison between reactions and size revealed seven recommendations with significant relationships. They were: Resource Management, Target Audience, Dues Structure, Fundraising, Contributions, Marketing Consultant, and Input. A higher percentage of larger, rather than smaller clubs exhibited reactions of an agree nature.

Significant relationships were observed for eight of the eleven recommendations with respect to location. These were: Resource Management, Target Audience, Membership Categories, Fundraising, Contributions, Name Change, Marketing Consultant, and Input. In general, a higher percentage of non-rural, rather than rural club disagreement was observed.

Only one significant relationship was observed for the comparison between club president reactions and age. For recommendation, 11.1-Marketing Consultant, it was determined that as age increased from 25 to 70, the percentage of club president agreement decreased. After age 70, the percentage of agreement increased. The comparison between the club president reactions and race revealed no significant relationships. In addition, no significant relationships were found to exist for the comparison of reactions and years of membership or reactions and location. Consequently, in general, the club presidents, regardless of age, race, years of membership, or location, responded to the recommendations in the same manner.

With respect to the relationship between council leader reactions and age, like the club presidents, only one significant relationship was observed and it was for the same recommendation, 11.1-Marketing Consultant. However, unlike the club presidents, there seemed to be a higher percentage of agreement among older leaders in comparison to younger leaders. No significant relationships were observed between race and leader reactions or years of membership and reactions. Only one significant relationship was observed with respect to council leader reactions and locations. It was for recommendation 4.9-Marketing. A higher percentage of non-rural rather than rural respondents disagreed with this recommendation. Subsequently, even though there were two significant relationships observed, one with respect to age, and the other with respect to location, the conclusion was made that in general, virtually no relationships existed between leader reactions and age, race, years of membership, or location. However, it was interesting to note that both significant relationships found to exist for the club presidents and leaders dealt with marketing.

The comparison of agent advisor reactions and age revealed significant relationships for three recommendations, Resource Management, Marketing Consultant, and Input. A considerably higher percentage of agent disagreement was observed among the 56-70 age category. A comparison of the reactions and years of involvement also revealed significant relationships for three recommendations, Fundraising, Contributions, and Input. For these recommendations, it was revealed that a higher percentage of disagreement was observed among those with 15 or more years of involvement. Only one significant relationship was

determined for the relationship between reactions and location. It was for Marketing Consultant. A higher percentage of rural agent disagreement existed in comparison to that of non-rural agent respondents. Non significant relationships were discovered for the comparison between reactions and race.

In reference to the question concerning the relationship between the reactions of the clubs and club presidents, clubs and agent advisors, and club presidents and agent advisors with respect to the selected recommendations, no one to one correlations were observed. A slight relationship between clubs and club presidents did exist, but little or no relationship existed between club presidents and agent advisors or clubs and agent advisors. In reference to the comparison of the club president, council leader, and agent advisor reactions, significant differences were determined for at least two of the three groups for all thirty-one recommendation items. In determining the source of the differences, it was discovered that for almost half of the recommendation items, the means for all three groups were significantly different.

The qualitative analysis revealed that the recommendations pertaining to name change and marketing were among those receiving the highest number of written responses for all four groups surveyed. Recommendations that dealt with target audience and membership categories, also received a high number of written responses from all, but the council leaders. In general, the respondents did not seem to provide a written response unless they strongly supported or opposed a particular recommendation. For this investigation the number of disagree responses exceeded those of an agree nature. Club and club president respondents had the highest percentage of open ended disagree responses, 63% and 60% respectively. Agent respondents, on the other hand, had the lowest percentage, only 36%. All in all, 1186 written responses were generated by all groups combined. In most instances, themes or patterns did emerge. Because the written responses were primarily of a disagree nature as mentioned, they conflicted with their corresponding close ended responses.

RECOMMENDATIONS

Recommendations to VEHC and VCES

Despite findings that some recommendations received more disagree responses than others, it was recommended that plans be made to proceed with efforts to initiate and implement all proposed changes except one, name change. To formulate plans for operationalizing the changes proposed for implementation, a recommended strategy to be considered was that three task forces be established to create an organizational structure conducive to the accomplishment of appropriate goals, develop membership/involvement strategies, and define the relationship between Extension and the Extension Homemaker organization. Members of these task forces were to be representative of the functional as well as the hierarchical levels of both organizations in order for differing perspectives to be presented in reference to their specific tasks. It was also suggested that members serving on the task forces be supportive

of the organizational changes that were proposed, be able to work with others in a group setting, and have credibility with other individuals in both organizations who must transform behaviors and foster a new level of conformity based on the proposed changes. Specifically, it was recommended that the organizational task force consider restructuring the EH organization. While this action does not always guarantee modified behavior, it is an effective technique. In addition, it was suggested that the task force also examine organizational leadership, communication, budgeting, reporting, and maintenance. The task force established to define the VEHC-VCES relationship was encouraged to consider developing a memorandum of understanding outlining the roles and responsibilities of each organization. It was recommended that the task force on membership consider formulating a progressive, innovative plan for individual involvement by examining ways to accommodate different lifestyles and make the organization more attractive to non-traditional individuals. Once the plans of the three tasks forces are developed, they should be presented to the leadership of both organizations for input and approval. In addition, they should be communicated to all agent advisors to give them an opportunity to provide input. Finally, they should be presented to the VEHC membership for approval.

Recommendations for Future Research

First, it is recommended that a follow-up study be conducted to determine the extent to which the proposed changes have been implemented. Secondly, it is proposed that a follow-up investigation be conducted to determine the reactions to the changes once they have been implemented. In addition, it is recommended that both types of follow-up investigations be repeated at appropriate intervals as determined to assess the current status and progress. It is also suggested that the Extension agent advisor role as a change agent in home economics programming be investigated.

More importantly, it is recommended that other states contemplating or involved in organizational change efforts consider initiating an investigation similar to the one conducted in Virginia to determine reactions and to involve those who will be affected. Extension Services throughout the country are being forced to examine the effectiveness of their efforts, especially those involving the Extension Homemakers organization. Questions have been raised concerning whether or not it serves a valid purpose. If efforts in other states are being made to consider or initiate change, the process might be enhanced by incorporating a study of this nature. In addition, it may be advantageous to conduct a future cross sectional study of Extension Homemaker organizations throughout the country to discover how they are adapting to societal changes in general through program modifications. It is also recommended that other voluntary groups and organizations engaged in research efforts involving change consider using the data collection instrument as a design model. Finally, it is recommended that any organization contemplating change consider this investigation in its entirety as an appropriate method for accomplishing the change process goal of involving those who will be ultimately affected.

SUMMARY

Not only are the results of this investigation of benefit to the VEHC and VCES in terms of understanding the reactions to the proposed organizational changes, it is of benefit in providing information regarding the change process itself. The findings should also be of benefit to other organizations which are either considering or involved in organizational change efforts. As part of a systematic approach to transform a system because of a perceived need to enhance overall organizational effectiveness, this investigation provided those who would ultimately be affected an opportunity to design their own future rather than be subjected to one designed by others. In addition, this participatory research effort provided the impetus for the awareness stage of the organizational change process to occur.

REFERENCES

Bedeian, A. G. (1984). Organizations: Theory and analysis. New York: The Dryden Press.

Benne, K. D. and Birnbaum, M. (1969). "Principles of Changing." In W. G. Bennis, K. D. Benne, and R. Chin (1969). The planning of change. New York: Holt, Rinehart, and Winston, Inc.

Bennett, T. R., II. (1962). The leader and the process of planned change. New York: Association Press. In L. E. Schaller (1972). The change agent. New York: Abingdon Press.

Bennis, W. G. (1969) Organizational development: Its nature, origin, and prospects. Reading, Massachusetts: Addison-Wesley Publishing Company.

Bennis, W. G. and Schein, E. H. (1965). "Principles and strategies in the use of laboratory training for improving social systems." In W. G. Bennis, K. D. Benne, and R. Chin (1969). The planning of change. New York: Holt, Rinehart, and Winston, Inc.

Buckley, K. and Perkins, D. (1984). "Transformative change." In D. L. Kirkpatrick (1985). How to manage change effectively. San Francisco: Jossey-Bass Publishers.

Carr, F. F. (1955). The Virginia federation of home demonstration club report, August, 1955. In National home demonstration council report. Urbana, Illinois: University of Illinois Cooperative Extension Service.

Davis, K. (1981). Human behavior at work: Organizational behavior. New York: McGraw-Hill, Inc.

Dooley, E. (1983). Minutes of the Annual Board Meeting of the Virginia Extension Homemakers Council, 1-7.

Forisha-Kovach, B. (1984). The flexible organization. Englewood Cliffs, New Jersey: Prentice Hall, Inc.

Forty-one years of progress. (1977, Spring). The Homemaker, 40-44.

Gibson, J., Ivancevich, J. and Donnelly, Jr. J. (1982). Organizational behavior structure processes. Plano, Texas: Business Publications, Inc.

Grossman, L. (1974) The change agent. New York: AMACOM.

Heywood, E. (1966). Home demonstration clubs and councils. In H. C. Saunders (Ed.), The cooperative extension service (pp. 245-274). Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

History of Virginia extension homemakers council. (1979). Blacksburg, Virginia: Virginia Cooperative Extension Service.

Huse, E. F. (1975). Organization development and change. New York: West Publishing Company.

Kanter, R. M. (1983). The change masters. New York: Simon and Schuster, Inc.

Kanter, R. M. and Stein, B. A. (Eds.). (1979). Life in organizations. New York: Basic Books, Inc.

Klein, S. M. and Ritti, R. (1980). Understanding organizational behavior. Boston, Massachusetts: Kent Publishing Company.

Krejcie, R. V. and Morgan, D. W. (1970) Determining sample size for research activities. Educational and Psychologocal Measurement, 30, 607-610.

Legge, K. (1984). Evaluating planned organizational change. New York: Academic Press.

Lewin, K. (1951). Field theory in social science, New York: Harper and Row. In E. F. Huse (1975) Organization development and change. New York: West Publishing Company.

Likert, R. (1975). New patterns of management. New York: McGraw-Hill.

Lin, N. and Zaltman, G. (1973). Dimensions of innovation. In G. Zaltman (Ed.) Processes and phenomena of social change. New York: John Wiley and Sons.

Lippitt, G. (1973). A handbook for visual problem solving. Bethesda, Maryland: Development Publications. In G. Lippitt, P. Langseth, and J. Mossop (1985) Implementing organizational change. San Francisco: Jossey-Bass Publishers.

Morgan, B., Holmes, G., and Bundy, C. (1976). Methods in adult education. Danville, Illinois: The Interstate Printers and Publishers.

Neilan, A. (1985, July). The Virginia extension homemakers study. (Available from Virginia Cooperative Extension Service, 217B Smyth Hall, Virginia Tech, Blacksburg, Virginia).

Odiorne, G. S. (1981). The change resisters. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Prawl, W., Medlin, R., and Gross, J. (1984). Adult and continuing education through the cooperative extension service. Columbia, Missouri: University of Missouri-Columbia Extension Division.

Robinson, J. W., Jr. and Clifford, R. A. (1974). Change implementation in community groups. Urbana, Illinois: University of Illinois Cooperative Extension Service.

Saunders, H. C. (Ed.) (1966). The cooperative extension service. Englewood Cliffs, New Jersey, Prentice-Hall, Inc.

Schaller, L. E. (1972) The change agent. New York: Abingdon Press.